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point of view; and (*e*) to organize, retain, and apply the content of selections read to situations other than those presented in the matter read.

3. *The development of general culture.* The development of general culture includes (*a*) the cultivation of ability to enjoy what is read; (*b*) training in the further pursuance of thoughts presented or suggested by selections read; (*c*) an acquaintance with a wide variety of literature; and (*d*) practice in dealing with problems which arise from reading [p. vi].

As means for reaching these objectives the text provides, first, a number of selections of simple material where the emphasis is placed upon rapid and accurate reading; second, a series of exercises the purpose of which is to test comprehension and interpretation as well as the ability to organize, apply, and reproduce; and third, a careful choice of material which will serve to produce both enjoyment and general culture. An attempt has also been made to provide a schedule for the use of the various selections based upon a plan of seasonal projects. This particular scheme seems forced and hardly in keeping with the spirit of the rest of the book.

The general selection and the organization of material are good. As a whole, the objectives of the author have been well met.

Beginning reader.—Although it is becoming common practice for first grades to use a number of primers instead of depending on a single book, it is none the less important that the various texts chosen rank high in quality. Among the better books of this class is a new primer[1] by Smedley and Olsen.

This book gives evidence of having been formulated in the light of the results of scientific reading investigations. It possesses a number of meritorious qualities. The selection of materials is excellent throughout. It begins with simple conversation, based upon accompanying pictures, of a type which fits well the capacity and interest of the children. New words are introduced gradually, and ample opportunity is provided for word drill through the reappearance of the same words. A number of the classic primer stories are included, with a considerable amount of new and varied material interspersed between. Approximately five hundred and fifty new words are introduced throughout the book, the words selected being closely related to the child's vocabulary. The type and illustrations are excellent. The pages are not crowded, and the phrasing is given careful consideration.

Judged by the modern view of reading, this primer ranks high. It deserves a wide use in the schools.

Teaching manners in school.—The most vital type of subject-matter is the kind which grows out of the interest of the pupils themselves. An example of this is furnished by the South Philadelphia High School for Girls, where the

[1] EVA A. SMEDLEY and MARTHA C. OLSEN, *The Complete Primer.* Chicago: Hall & McCreary Co., 1922. Pp. 128. $0.72.